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industrial field, and must seek for the premises of his logic in the actual conditions of economic service.

JOHN CUMMINGS.

THE ANN ARBOR CONFERENCE ON THE HIGHER COMMERCIAL EDUCATION.

THE convention of educators and business men called together for conference regarding the present movement for higher commercial education met at Ann Arbor February 5, 6, and 7, 1903, under the auspices of the Michigan Political Science Association.

The opening of the conference was devoted to the usual felicitations. Mr. Arthur C. Hill, the president of the Michigan Political Science Association and the presiding officer of the conference, and President Angell, speaking for the University of Michigan, gave brief addresses of welcome, which were responded to in the formal paper of the opening session read by President Edmund J. James. The specific subject on which President James spoke was "Recent Tendencies in Education as a Result of Social and Industrial Changes." For President James's purposes the period of time covered in his study of tendencies which he characterized as recent was the century beginning, not with 1801, but with about 1818. President James, speaking as an American, preferred to select as his starting-point for a study of the forces which now dominate in our intellectual and commercial life those years which mark definitely the close of the war of 1812; although the treaty of Ghent was signed in 1815, the contemplation of the second war of independence as a fact accomplished did not get full possession of the American public mind, and the upward and forward movement did not set in until two or three years after the war was concluded.

Three facts characterize the period of American history under consideration, and of the world's history, for that matter, corresponding to this period. These three facts are: first, the extraordinary development of wealth made possible by the industrial revolution ushered in by the age of inventions, resulting in the epoch of machine production; secondly, the development of democracy, with its root in the eighteenth-century movement; but should we not rather say its root in the history of Christendom? and, thirdly, the corollary of the other two, the development of general education. The first two facts were used by President James as a background for what he had to say about the recent development of education. The recent development of educa-

tion has two special aspects. The first of these is its universality, associated with democracy, and the second is its utility or, if we prefer, its utilitarianism, associated with the multiplication of the sources of wealth. To the charge that the introduction of courses on commerce and industry into the university is commercializing education President James replied by asking what per cent. of those who take Latin are not setting a commercial value upon the Latin so taken. Is the Latin not taken because it is prescribed for a degree, or because a place as teacher of Latin is sought in the high school or the college? President James maintained that the modern university is a complex of technical and professional schools; that the technical schools are in a sense an addition in kind to what we have hitherto considered as the professional schools; that there was first the school of law and of medicine and of theology; to these have been added the school of education, of engineering, and now the school of business.

According to a consensus of opinion reflected by the several speakers at the opening session and throughout the conference, the closest analogy of the school of commerce both in practical purpose and tangible scope is the school of engineering. Just as modern conditions have made necessary special preparation for the direction of modern industry in the school of engineering, so modern business demands preparation of young men to act as entrepreneurs, employers, and supervisors of business. Successful manufacturers and exporters have begun to complain that they can hire young men graduates of the engineering school to go into the mechanical departments of their business, but they do not know where to turn to find young men properly trained to go into the office of the management—young men who, by an appreciation of the problems which the directors of business have to face, can relieve them of a portion of their responsibility.¹ No representative spokesman of this new movement for higher commercial education claims for a moment that men can be trained to be entrepreneurs any more than the engineer or the architect can be made within the college or school of technology. The young man may be graduated as a bachelor of science or a bachelor of arts; this hastens, if the proper preliminary course has been followed, but it does not assure the attainment of the more special title of engineer, for example, or the securing of the position of superintendent of the department of export trade in a house like that of Marshall Field. Positions

¹ Cf. DAVIS R. DEWEY, "Education for Commerce," in *Technology Review*, Vol. III, No. 2.

of this class depend upon the personal equation and practical experience. The school of political and social science can prepare the student for commercial life only as the school of engineering can prepare a man to be an engineer.

The second and third sessions of the conference were devoted to general questions of curriculum, and these questions were considered under two heads: first, the question of form and content; and, secondly, the question of results. According to the design of the program, the first aspect of these questions was treated by the educators, university and high-school men, Friday morning (this was really the first formal session of the conference following the introductory session of the previous evening). The second aspect of these questions was treated in a series of papers by business men on Friday afternoon.

In the educators' session the first paper was presented by Professor William A. Scott, of the University of Wisconsin, on "The Place of Commercial Education in the University Course;" and the second paper by Dr. Chessman A. Herrick, Principal of the Central High School of Philadelphia, on "Co-ordination of High-School and University Instruction in Commercial Education;" and, lastly, a third paper by Dr. Edward D. Jones, assistant professor of commerce and industry in the University of Wisconsin, on "The Function of the Business Community in Higher Commercial Education." Dr. Frank B. Dixon, assistant professor in Dartmouth College, was to have given the fourth paper presenting Dartmouth practice. Dr. Dixon was unable to be present at the conference, but Dartmouth was represented by Dr. Person.

In the educators' session it was made clear that provision must be made for two distinct classes of students, possibly for three classes. In the first place, there is needed an elementary commercial education, which the public schools can supply, notably the so-called "commercial college," or the special commercial or industrial high school; and, secondly, there is needed a higher commercial education, which can be supplied only by the university. There is a great danger that these two spheres of education will become confused and that we shall introduce into the university courses which should be relegated to the secondary schools. Perhaps the best example of the secondary type of course is that of the elements of bookkeeping, which must be distinguished from advanced accounting. The latter subject takes suitable rank by the side of analytics and calculus, and presupposes some training in advanced

mathematics. Then there are descriptive courses in commerce and business, such as commercial geography, history of commerce, railway transportation, currency, banking, credit operations, which can easily be degenerated in presentation. If presented by men of special training, large caliber, and practical sense, these subjects must all be regarded as suitable for the university curriculum. Practically all the courses which are needed in the higher commercial education and which must be provided by the university that wants to do this work are already present in our larger universities. They are advanced and specialized courses in the department of political economy, supplemented by special courses in mathematics, science, and history including law, notably public law and commercial law. It has been said that all of the necessary technical commercial courses are now given in the department of economics at Harvard University. It is, of course, conceded that further expansion and development of these courses as now given at Harvard is possible and even desirable. These special technical commercial courses, as I have said, must be supplemented by special courses in history, in public and private law, in mathematics, and by certain courses in science on the materials of commerce.

The proper adjustment or apportionment of studies to these several departments is one of the unsettled problems of the curriculum, and to this question, Friday evening, the fourth session of the conference was devoted. The determination of the specific subjects that may be properly included in the curriculum may be described as questions of content. The order in which these subjects should be taken may be called a question of form, and under this head two views developed early in the present movement for higher commercial education, one set of men contending that the course should begin with the freshman year and continue through the four years of the college course, or running parallel with the college course, just as the modern school of technology does. Another group of institutions and another group of men contended that these special courses should not make their way into the curriculum, let us say, until the beginning of the junior or senior year. The typical institution incorporating the former of these views was the University of Wisconsin, which, under the leadership of Professor Scott, seconded by Director Johnson of the Engineering School, insisted that the four years of the college course must be practically devoted to these special subjects; while Dartmouth College represented the other view which, as we might naturally expect from its location in New Hampshire, its New England

environment, and its New England traditions, made the opening or first year of the Tuck School the senior year of the college. I think there was clear evidence at the conference that both of these groups are preparing to unite on middle ground. Professor Scott concedes that a knowledge of history, physical science, mathematics, and modern language is so important a constituent of special training for commerce, either domestic or foreign, general or special, that we can well afford to allow these subjects to monopolize practically the whole of the attention through the freshman year and the larger part of the time through the sophomore year; a two-, three-, or four-hour course of special industrial history, in order to keep the prospective student of commerce in line with his proposed specialty, is all that is distinctively characteristic of the new course in the freshman year of the commerce course in Wisconsin. In the sophomore year about one-half of the time, and during the junior and senior year practically all the time, may be given to the special courses. At Dartmouth College, as I have said, the special courses nominally begin in the senior year, but students may elect economical and historical courses and modern language long in advance in special preparation for the specifically technical courses of the senior and graduate year. It will be seen that in this way what at first seemed to be opposite views and tendencies really blend into a common mean.

Dr. Herrick, in his paper on the "Co-ordination of High-School and University Instruction in Commercial Education," pleaded for a recognition of the industrial and commercial high school as a suitable fitting school for university work. He was given a place on the program in order that the still small class of advocates of this type of school should be given a hearing. In the writer's opinion the commercial and industrial high school sustains the same relation to the higher commercial education of the the university as the school of mechanic arts sustains to a well-equipped school of technology. It has its place, not as a fitting school, but as a school on its own account for the sake of its ministry to the industrial and artistic development of the rank and file of our population. The idea for which the industrial and commercial school stands is indeed gaining ground, and making its way into the public-school curriculum through the establishment of manual-training departments and departments of domestic art and science in our high schools, and the introduction of subjects like bookkeeping, to say nothing of shorthand and typewriting, which likewise have their value and for which we may perhaps wisely

make a place by economizing time in the grades. Dr. Jones, of the University of Michigan, in his discussion of the functions of the business community in higher commercial education, approved the plan of providing for lectures on practical problems of business by qualified men taken right out of their work. Dr. Jones expressed the opinion that for many purposes, in order to achieve the greatest success, schools of commerce should be located in a large city; he debated the propriety of practical study *in absentia* while serving a quasi-apprenticeship in some business establishment.

The session of Friday afternoon, called the business men's session, was in many respects the most interesting of the conference. Four men of affairs were selected to answer the question: "What can a university contribute to prepare for a business life?" Mr. David M. Parry, of Indianapolis, who was to have given the reply of the manufacturer, was unable to attend the conference. The reply for the transporter was given by Mr. Edwin H. Abbott, of Boston, who pronounced a eulogy on the value of culture to the man of affairs in consequence of the joy and content which an old-fashioned college course puts into the life of a busy man, not only in what it leads him to enjoy, but also for the ideals which it instils in him, the largeness of vision, the depth of sympathy, and the generous motive in life which it inspires. Mr. Abbott spoke also of the largeness, the difficulties, and complexities of the transport business; his time, however, was devoted to the praise of the old classical college course, or anything that would do its work equally well. Whether a modern school of technology or a proposed course in commerce can do its work in any degree is a point on which the conference did not come to a vote. The third paper of the business men's session was by A. C. Bartlett, of Chicago. Mr. Bartlett met the question, "What can a university contribute to prepare for business life?" by replying, first, that it must provide a strong general education supplementing the high school during its first years. This may be followed by specialization in the latter years of the university, with special reference to the particular branch of business to be pursued. From this point of view general education ends at the close of the sophomore year, and special or professional education may begin with the opening of the junior year. In a general way this idea is accepted by the American university in the practically free range of electives which is permitted with the beginning of the junior year. Decry as we may the tendency to cut down the regular college course, the process has not only set in, but it has proceeded so

far that the senior year has already changed its character. The controlling motive determining what subjects shall be elected is the business or calling to which one looks forward in this period of education, and that motive is a technical or professional motive, not discipline or culture. Discipline and culture, however, it should be observed, do not stop with our so-called liberal or general course. Discipline and culture are incidents also of a well-conducted law course or a course in medicine.

The cyclone of the conference was Mr. James B. Dill, of New York city. Laying aside his paper, Mr. Dill addressed himself to his audience, some four hundred people; but, addressing himself with especial directness to some twenty men representing as many different institutions—men responsible in their several institutions for suggesting and directing courses of study—he inveighed against the useless in education and pleaded for the practical. He insisted that it is now the turn of the schoolman to do business. There are a few American universities now doing business, according to Mr. Dill. He told us, indeed, that the university should produce such men as he—men who pay their rent, men who draft charters for corporations and manage great concerns. He said—and I think no one will not consider this new—that a man who would accomplish anything after his college course must dig while he is taking it. He wanted the professors in our institutions to devise ways and means for eliminating the unfit, so none will waste time in vain effort.

The last formal session, Friday evening, was devoted to what we may describe as the third feature of the program, the special consideration of unsettled problems of detail in making up the higher commercial courses of study. The general questions here considered may be stated under two heads: first, "To what extent and in what way should students of commerce study science?" and, secondly, "In what measure can commercial education be employed in preparation for the foreign service?" A sharp difference has developed in replying to the first of these questions. The science men naturally say: "Come over and take our courses, as we have laid them down." The economics men reply: "We do not want them exactly or quite in the way you give them." The first effect of this clash is a mild contempt of each party for the narrow vision of the other. The science man looks upon the economics man as wanting in scholastic attainments or, as the phrase goes, in scholarly ideals. For the course in commerce we want the wider relations and applications of science, general rather than highly

specialized courses. The science man provides doctor's courses when we only want bachelor's courses, and bachelor's courses forsooth in the junior college. If, however, preparation is to be made for the pursuit of a particular industry for certain lines of manufacture, specialized courses in science may be demanded, a specialization which may proceed to the exclusion even of economic science. Technology is not economics. The difficulty is in part the difficulty of understanding each other's point of view. It is conceivable that for certain purposes we may want to know about certain subjects in their general relations which involve laws, no less than the specific physics or chemistry of the materials concerned. For example, if a young man is looking forward to engaging primarily in distributing goods, his interests are interlocked with the interests of the producers in the field of manufactures. It is essential that he should be able to talk intelligently with his associates who are engaged in the distinctly productive processes in regard to problems of common interest which will inevitably arise in the carrying out of his business. To meet these needs he requires to be instructed in the nature of the machinery and the chemistry of the more important products. It is not supposed that the student will proceed far enough in either of the lines referred to to justify his undertaking work as an expert either in engineering or in chemical work. For him, therefore, a short course is desirable — a course which some men of science are now unwilling to offer. If he wants to become an expert in either engineering, in electrical or in chemical work, or in any other line, he must of course take a large number of special courses in the sciences.

It will be necessary to permit this problem to work itself out by the law of supply and demand. When the engineering schools were first organized, the discouragement and difficulties which now face those engaged in developing courses of study in commerce and administration, as Professor Dewey observed a few years since, then faced those who were developing engineering education; thirty or forty years ago there was no agreement as to what subjects should be taught, and, as for text-books, they had to be created from the slow accumulation of the lecturer's notes. Engineering education, as it is found today, has been a matter of growth and of experiments. It must be the same with commercial education.

The other question considered at this last session was the question whether the modern university can do anything directly toward preparing young men for our foreign service. Professor Monaghan,

of the University of Wisconsin, and Professor Fiske, of the University of Illinois, led in the discussion of this subject. Agreement was soon reached that preparation could be made for the foreign service, and that preparation should be made ; but at present there seems to be no way of getting your prepared men into service.

On Saturday morning the conference met in informal session to talk over the conclusions. At this session the general audience practically disappeared. Perhaps a dozen men took part in the discussion. Dr. Hatfield, dean of the College of Commerce and Administration in the University of Chicago, and Dr. Park Schoch, director of the department of commerce and finance in Drexel Institute, were appointed to open the informal discussion on Saturday morning. Professor Hatfield insisted that experiment rather than academic discussion must pave the way for what shall ultimately constitute the working curriculum in commercial education. Professor Schoch, representing Drexel Institute, spoke of practical methods of assisting business which the Philadelphia Commercial Museum and the Drexel Institute were developing in the city of Philadelphia. Professor Davis R. Dewey, of Massachusetts Institute of Technology, spoke with emphasis of the importance of co-ordinating the work in commerce with work in mathematics and science ; he approved of the introduction of some short courses in science. Professor Ripley, of Harvard, emphasized the descriptive courses in commerce and, while magnifying the importance of the statistician and mathematician, insisted that we must not overlook the value of descriptive courses. Other speakers urged that in considering questions of curriculum we should make a careful distinction between courses of study that are suitable for the public school — that is, for the grammar and high school — and courses suitable for the university or college course ; that to disciplined powers special knowledge must be added in preparation for a business or profession ; that, in developing these new courses of instruction, how subjects are taught is as important as what subjects are taught. Professor Adams, summarizing the conclusion of the conference, observed that it seemed to him that, after all, these new courses of study in commerce would have to be made up on the basis of about 60 per cent. of old work and 40 per cent. of new work, it being understood that modern languages, mathematics, physics, and general sciences are to be included in the 60 per cent. The 40 per cent. will then be made up of specialized courses in economics, such as domestic and foreign commerce, including the industrial history of the United States

and Europe; industrial organization, including corporation management and finance; public control of trade and industry, transportation, public and private finance, money, banking and credit operations, administrative law, and commercial law.

The Universities of Chicago, Harvard, Illinois, Iowa, Nebraska, Western Reserve, and Wisconsin, Dartmouth College and Oberlin, the Massachusetts Institute of Technology, the State College of Utah, the Central High School of Philadelphia, Central High School of Detroit, Drexel Institute of Philadelphia, among other institutions, were represented at the conference. The Proceedings of the conference will be published by the Michigan Political Science Association.

ISAAC A. LOOS.

STATE UNIVERSITY OF IOWA.

REPORT OF THE SELECT COMMITTEE OF THE HOUSE OF COMMONS ON STEAMSHIP SUBSIDIES.

THE advance of American and German shipping, the formation of the Atlantic Shipping Combination, the growth of subsidy systems in foreign countries; and the decline of English trade in some parts of the world have stimulated Parliament to undertake an investigation of the subsidy question. In consequence, on Tuesday, April 23, 1901, Mr. Evelyn Cecil offered in the House of Commons a motion proposing—

That a select committee be appointed to inquire into the system of Subsidies to Steamship Companies under Foreign Governments, and the effect thereby produced on British trade; and to consider and report upon the political and commercial advantages to be gained by encouraging British steamers to circumnavigate Africa, especially having regard to the East Coast, and to report upon the best means of giving them encouragement.

The motion was amended to omit all the words after "trade," so that the question finally read:

That a Select Committee be appointed to inquire into the system of subsidies to Steamship Companies under Foreign Governments, and the effect thereby produced on British trade.

After a delay of three weeks the committee was appointed, and on May 16, 1901, held its first meeting. Upon the adjournment of Parliament the committee had held eighteen meetings and submitted a report to the House to the effect that "the committee are of the opinion that at this late period of the session it will not be in their power to conclude their investigation. They have therefore agreed to report the evidence